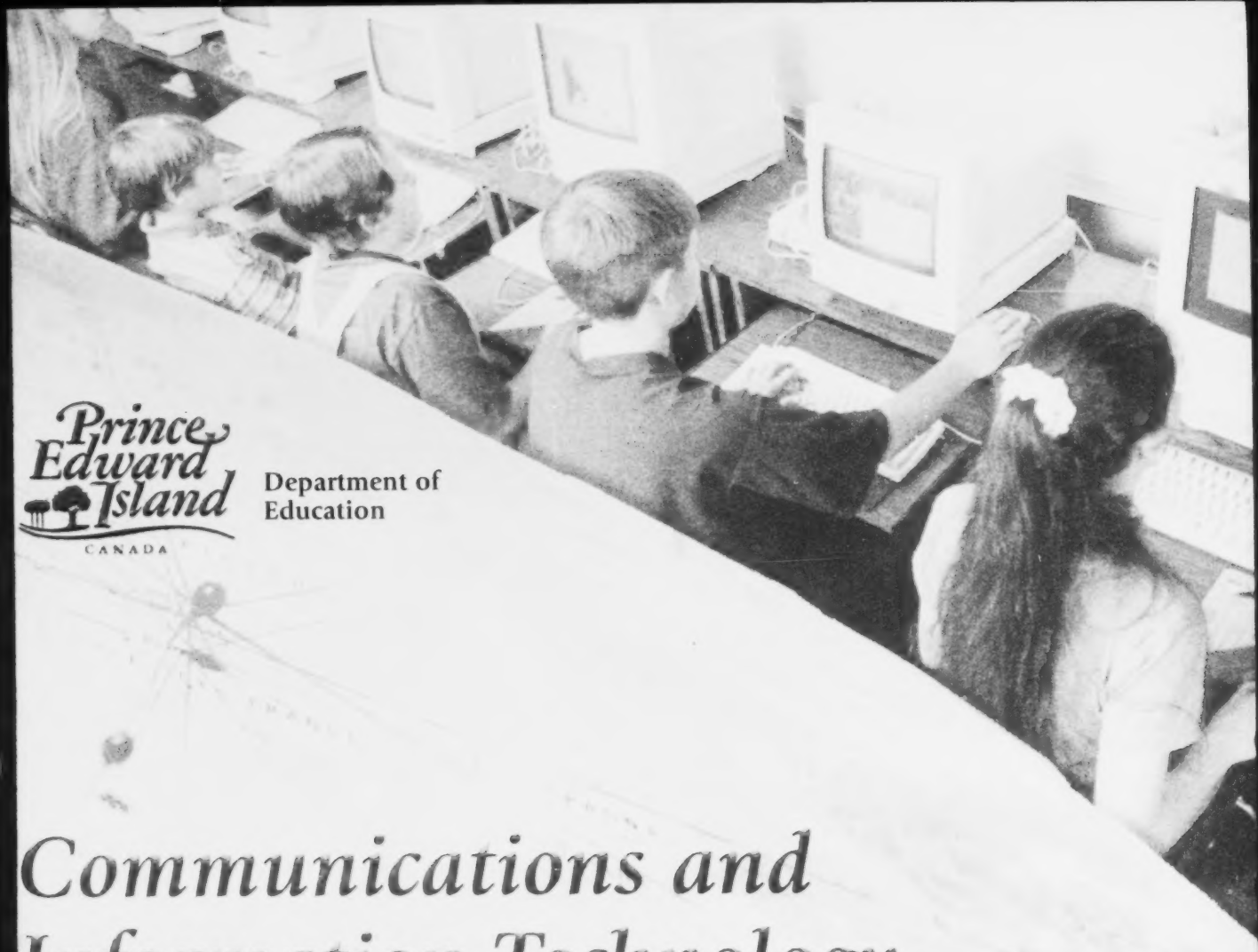

Prince Edward Island
CANADA

Department of Education

Communications and Information Technology in the Public School System

Strategic Plan

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Executive Summary

Background

If we as educators are to harness the full potential that technology holds for our children, it is imperative that we plan for its effective utilization and implementation throughout the public school system. If technology is to truly transform our schools, teachers will have to continue doing what they have done for decades – teach children. Technology can help us in this quest by offering many new dynamic tools and capabilities that can potentially revolutionize education and the ways we are able to access information and to confront and solve many of the challenges facing us. The transforming power of technology can only be realized to the degree that it addresses specific needs and enhances instruction.

In July of 1999, the Department of Education called for a review of the department's technical infrastructure and its ability to support information technology integration into the curriculum of the PEI public school system. In August 1999, Deltaware Systems Inc., in collaboration with xwave solutions inc. and independent education consultant, Sandy Clark, began a six-phase review process which culminated in a final report dated February 8, 2000. The report encompassed a wide range of findings and proposed several recommendations; a pivotal one was to formulate a strategic operating plan for the public school system on PEI as it relates to the integration of technology into the curriculum.

In the fall of 2000, the department appointed a committee, chaired by Gar Andrew, Senior Director of Administration and Corporate Services and led by project leader Keith Tompkins, Director of Labour Force Development, Technology PEI Inc. Other committee members:

Zain Esseghaier, Special Projects Consultant - la Commission scolaire de langue française
Edward MacLean, Teacher, Westisle High School - Prince Edward Island Teachers' Federation
Guy Albert, Education Technology Coordinator - Department of Education
Devin Clayton, Information Technology Consultant - Eastern School Board
Linda Trenton, Coordinator, Systems and Technology Service - Department of Education
Nancy Desrosiers, Information Technology Consultant - Western School Board
Supports: Diane Griner, Planning Officer - Department of Education

The task assigned was to develop a strategic plan for information technology for the public school system throughout the province of Prince Edward Island. The committee was assigned with the following mandate:

To develop, for submission to the Minister of Education, a strategic plan for the use of information technology in the public school system. This plan will include identification of priority actions within a multi-year implementation framework.

Developing the Plan

Due to the breadth, complexity and cost associated with the integration of communication and information technology into the education system, a phased approached was adopted to facilitate the roll out of the plan. The plan is flexible and assumes active participation of the appropriate education partners as well as ongoing communication throughout all phases, activities and projects of the plan.

Phase One was completed in June 2001. This phase resulted in the development of the following documents: Vision, Mission, Values and Principles, Goals, Measures, Strategies and Activities/Projects. To enable a logical and meaningful implementation of the plan, the strategies, activities and projects were analysed in terms of logical dependencies as well as priorities, given articulated criteria. As part of the input and feedback process during this development phase, a public Web site, at ***www.peistrategicplanning.intranets.com***, was developed and a number of hard copy mailings were sent to the school system. In addition, a total of 13 public meetings were held throughout the process to inform and solicit input from the many stakeholders involved with the education system across the province.

Phase Two will explore the many strategies, activities and projects which were outlined during Phase One of the planning process, recognizing the identified dependencies and priorities. The deliverables for Phase Two will be recommendations, action and implementation plans for the strategies, activities and projects. Like Phase One, recommendations and action plans will be developed using a participative and consultative approach with our education partners.

Phase Three will implement the recommendations and provide monitoring and evaluation on an ongoing basis throughout the process.

Together, educators, parents and community members can pursue our educational objectives as part of a well-structured strategic plan. This CIT Strategic Plan represents our vision for preparing and assisting the children of Prince Edward Island for the 21st century. These plans contain a bold vision and broad goals that will require hard work by everyone involved in order to achieve success.

Keeping the Plan Relevant and Operational

This plan was developed between January and June 2001. Although no specific time period was assigned to the plan, it is expected that the roll out of the plan will require at least three to five years. As time progresses, priorities and the environment will undoubtedly change, and these changes must be reflected in the plan. The proposed strategies and activities/projects must be reviewed and updated on an ongoing basis to ensure relevance and appropriateness. The Department of Education will ensure an ongoing review of the plan, in consultation with education partners.

1. Vision

The Department of Education believes Communications and Information Technology (CIT) is a uniquely empowering tool for broadening and enhancing each student's learning experiences in a knowledge-based society. We envision a transformed school environment with equitable access to CIT resources in which students receive the highest quality instruction. Using CIT will assist students in the development of knowledge, skills, strategies and attitudes required for lifelong learning.

> ***Vision**. An organization's vision is a conceptualization of the preferred future. It is the link between the future and the present.*

2. Mission

The Department of Education's mission for CIT is to make it an integral part of the PEI public school system, contributing to student learning outcomes in grades 1 to 12.

There must be acceptable results in the following areas:

- student use of CIT in learning
- leadership
- planning and management
- integration of CIT with curriculum
- CIT infrastructure and services
- human resource development
- accessibility and equity of programs and services

***Mission**. The mission is often referred to as the organization purpose, mandate or core business. It identifies the areas where it is critical to achieve acceptable results.*

3. Values and Principles

Communication and Information Technology in the PEI Public School System is student-focused.

We believe that:

Concerning Students

- responsibility for learning is shared among individuals, families and communities
- students need CIT abilities and skills to function in the knowledge based society

We believe that:

Concerning Using CIT

- CIT will be integrated into the curriculum
- CIT will support information-based and resource based learning
- CIT will support student services programs and services
- learning outcomes guide the use of CIT

We believe that:

Concerning Human Resources

- investment in human resources is the key to achieving success with CIT
- professional development is a shared responsibility by the individual, the school boards, the Department of Education and the PEI Teachers' Federation
- teachers need CIT abilities and skills to facilitate learning in a knowledge-based society
- human interaction is a basic component of the learning process, technology should enhance this and not replace it.

We believe that:

Concerning CIT Infrastructure

- equitable access to CIT is a requirement
- readily available access to CIT is a requirement
- users of CIT need appropriate and sufficient infrastructure supports to achieve success
- students and teachers need appropriate hardware and software to use the planned curriculum
- Internet access should be available to learners and teachers

***Values** are beliefs that influence behavior.*

***Principles** are management and practice guidelines that reflect the values.*

We believe that:

Concerning CIT Best Practices

- research will be the foundation for the development of best practices
- CIT users will use technology in a responsible manner
- users will comply with software licence legislation and practices
- software and hardware will be used only for the intended purposes
- data management is important. Data will be captured as close to the source as possible. Duplication of data will be limited.
- CIT is an ongoing operating cost which should be in the operational budget for education within the province
- infrastructure guidelines and standards are necessary
- an equipment refresh program must be in place
- participation and consultation on CIT initiatives and practices will be ongoing between all stakeholders
- communication on CIT initiatives and practices will be ongoing between all stakeholders
- use of the Internet for posting information, forms and documents is considered a best practice
- the strategic plan for CIT will be most effective when it is adapted within the context of a strategic plan for education with the province

4. Goals:
Strategies and Activities/Projects

Goals are the critical desired results of an organization. Goals identify specific areas in which excellent performance is essential to ensure organizational success. Goals do not encompass all organizational activities or initiatives but they do identify where success is expected. For goal results to be realized, it is usually necessary for effort to be expended throughout the organization.

***Activities/projects** are specific operations and actions involved in carrying out a strategy.*

***Strategies** are (new) ideas about ways to realize the stated goals.*

Listed below are a listing of the strategies and activities/projects for each of the stated goals. The strategies and activities/projects were developed as a result of conducting a current environment scan which identified strengths and weaknesses concerning CIT in the public school system and also considering our vision of CIT within the public school system.

The Department of Education will demonstrate leadership by initiating and coordinating the strategies and activities/projects for each goal. For success to be realized, it will be critical for the appropriate partners in education to actively participate in the development and roll out of the action plans for each activity/project.

Goal 1: Improve Leadership in CIT

1.1 Develop and implement a budget process for the inclusion of CIT as an ongoing operational budget
- 1.1a restructure budget operational items for CIT
- 1.1b defining CIT needs of boards
- 1.1c defining CIT allocations to boards

1.2 Develop and implement a continuous planning process for CIT
- 1.2a designate a committee to monitor, review and update CIT strategic plan on a regular basis

1.3 Support and facilitate consistent planning throughout the public school system
- 1.3a each school district will develop a technology plan
- 1.3b each school will develop a technology plan
- 1.3c provision of in-service resources around planning for technology
- 1.3d establish technology committees at each school
- 1.3e support school-based technology leaders
- 1.3f recognition of CIT leaders in schools

1.4 Develop and implement a system-wide structure
- 1.4a at the provincial level develop a structure that physically and organizationally ensures a coordinated service delivery
- 1.4b fund positions permanently for technology consultants at the school board level

1.4c assess staffing allocation to support position of school-based technology contacts
1.4d review mandate of the Minister's Advisory Committee on Technology in the context of the plan
1.4e develop a policy document embodied in a Minister's Directive on the integration of CIT into the curriculum
1.4f define roles and responsibilities of boards and department regarding wiring, facilities planning, servers, hubs, software, desktops, peripherals, in-service and human resource development

1.5 Promote technology
1.5a CIT placed as a prominent agenda item at department, school boards and school meetings
1.5b use Internet for posting information

1.6 Develop partnerships
1.6a assign to a committee the role of developing partnerships around CIT initiatives
1.6b investigate the role of Innovative Solutions Agency for enabling CIT in education

Goal 2: Improve User Support for CIT Used in Learning

2.1 Assess user support needs on an ongoing basis
2.1a assess overall CIT skill level of teachers
2.1b assess student use of CIT in learning
2.1c assess various resources that are in place to support teacher/student use of CIT

2.2 Develop and implement support models that meet the learning needs of students and teachers
2.2a assess, examine and select pedagogical support models for students and teachers
2.2b assess, examine and select non-instructional support models for students and teachers

2.3 Provide students and teachers with the CIT resources required to integrate CIT into the curriculum
2.3a provide students with home access to their school work
2.3b provide teachers with home access to their school work
2.3c develop policies that impact on students
2.3d provide students with online homework help
2.3e provide teachers with appropriate administrative software
2.3f provide teachers with a computer to carry out their teaching duties
2.3g provide computer related resources at home for teachers
2.3h provide teachers with appropriate CIT integration guides, training and teaching tools
2.3i provide students with appropriate CIT integrated learning activities and provide hardware, software and infrastructure to support activities
2.3j provide school staff with technical and pedagogical help desk support
2.3k provide hardware resources that are needed to support student and teacher use of CIT

Goal 3: Improve Human Resources Development in CIT

3.1 Develop a policy for graduated CIT accreditation of teachers

- 3.1a establish a hiring policy to require all new teachers to have CIT courses
- 3.1b establish a teacher certification requirement which will include at least one university course in CIT
- 3.1c establish certification upgrade criteria that includes one CIT course
- 3.1d develop accredited courses in conjunction with PEITF and boards

3.2 Provide human resource development models for teachers and technology support

- 3.2a conduct needs assessment
- 3.2b develop online mini courses, summer institutes and seminars

3.3 Develop a national organization in CIT to foster the innovative use of CIT and the integration of CIT into curriculum

- 3.3a establish a provincial association for technology in education including technical staff
- 3.3b initiate the establishment of a national association for technology in education

3.4 Support teachers and technical staff attending CIT conferences

- 3.4a create an awareness campaign of CIT conferences
- 3.4b create CIT conference funds throughout the education system
- 3.4c obtain external funding to support attendance at CIT conferences

3.5 Provide resources to support human resource development for teachers and technical staff

- 3.5a develop training sites for teachers and technical staff
- 3.5b place computers for teachers in every classroom
- 3.5c provide access to software from home
- 3.5d provide online resources which support human resource development
- 3.5e provide online courses for human resource development
- 3.5f provide an educational portal with resources linked directly to the curriculum
- 3.5g provide training for any new and/or changes to infrastructure

3.6 Develop human resource development plans that meet staff needs and are consistent with CIT plans

- 3.6a ensure a consultation process for CIT integration is in place between all consultants for curriculum and student services
- 3.6b implement the human resource development (professional development) component of school board technology plans
- 3.6c integrate human resource development plans with school technology plans
- 3.6d develop a funding formula to support human resource development around CIT
- 3.6e conduct a human resource development needs assessment for technical staff
- 3.6f create human resource development plans for technical staff to address needs

Goal 4: Improve Technical Support (includes - hardware, software, connectivity and infrastructure)

4.1 Develop and communicate hardware, software, wiring, connectivity and infrastructure standards that meet curriculum requirements

- 4.1a develop and communicate a formalized hardware and operating system evaluation/installation process
- 4.1b review, revise and communicate a formalized curriculum software evaluation process
- 4.1c develop and communicate a policy framework for determining when software should be evaluated
- 4.1d provide resources to conduct research on software and hardware available
- 4.1.e publish wiring standards on the Education Web site
- 4.1.f develop desktop policies and standards for Windows 95/98 workstations

4.1.1 Implement Standards

- 4.1.1a initiate focus groups on printer configuration and standards for network

4.2 Support school year startup

- 4.2a ensure student accounts are available for the first week of school
- 4.2b minimize impact of summer upgrades on the integrity of school servers and desktops
- 4.2c review and develop facility policies to minimize impact on CIT
- 4.2d ensure technical staff have appropriate access to schools in the summer
- 4.2e provide information sessions for school principals and site technical contacts to share information on changes

4.3 Provide appropriate hardware technical support for each school

- 4.3a establish standards on the number of computers per field technician, network administrator and help desk technician
- 4.3b provide resources to develop applications, Web sites, utilities, databases, etc., to meet needs
- 4.3c develop a database for teachers in-service
- 4.3d identify improvements for LESTER
- 4.3e develop online inventory of hardware (computers, printers and servers)
- 4.3f develop a teacher utility to export student data and import as patron file in Microcat

4.4 Implement a communication plan concerning technology

4.5 Increase stability of the environment

- 4.4a establish bi-annual meetings with the board technology committees to promote collaborative planning
- 4.5a establish standards for response time from the system
- 4.5b explore thin client platform as a delivery mechanism to users
- 4.5c replace 486 workstations with appropriate hardware
- 4.5d develop an ongoing refresh program to keep hardware standards current to support curriculum standards
- 4.5e establish an appropriate life cycle for computers in specialized curriculum areas
- 4.5f develop an ongoing maintenance program for hardware
- 4.5g allocate hardware resources in compliance with standards
- 4.5h conduct a cost benefit analysis for connectivity and consolidation of servers
- 4.5i develop allocation strategy

4.5j replace 486 and P-75 servers
4.5.k install NetWare 5 upgrade/pure IP connections
4.5l do standardization and clean up of non-student accounts

4.6 Formalize service and support
4.6a establish service standards with clients and vendors
4.6b increase access from schools to the help desk by providing various means of communication
4.6c provide technical help materials
4.6d provide introductory end user troubleshooting modules (WAN, LAN)
4.6e provide standby and call back for after office hours when servers and network devices go down
4.6f provide technical staff resources that are appropriate given complexity and quantity of infrastructure
4.6g develop protocols for school boards to determine technical support priorities regarding the schools within their jurisdictions

Goal 5: Improve Equitable Access

5.1 Provide appropriate and sufficient hardware and software to students and schools
5.1a establish a student-to-computer ratio in schools
5.1b establish a teacher-to-computer ratio in schools
5.1c establish baseline CIT equipment quotas based on curriculum needs
5.1d establish equipment replacement strategy to reflect needs

5.2 Establish configuration standards for specialized curriculum areas
5.2a establish configuration standards to support learning in areas such as special education, library resource centres, graphic arts labs, industrial arts areas, etc.

5.3 Assess student use, needs and time spent on integrated activities
5.3a survey students to determine their needs for CIT use in curriculum

5.4 Provide equitable access to CIT for students with special needs
5.4a research assistive devices and formats which will allow special needs students to use CIT effectively
5.4b assess CIT needs of special needs students across the province
5.4c develop a plan to provide equitable access to CIT to students in alternative education

5.5 Establish CIT guidelines for students and teachers
5.5a provide guidelines on time spent on integrated activities
5.5b provide after hours access to CIT for students

5.6 Provide CIT resources for home use for students and teachers
5.6a investigate options for hardware and software acquisition for teacher home use
5.6b investigate home Internet access for teachers and students
5.6c investigate home access to schoolwork for students and teachers
5.6d investigate schools as their own Internet Service Provider

5.7 Provide teachers with the appropriate hardware and access to do their work
- 5.7a provide one laptop per teacher

5.8 Develop distance education offerings for students and teachers
- 5.8a provide appropriate tools for distance education delivery in schools
- 5.8b assess needs and opportunities for distance education and develop processes and resources to meet the needs

5.9 Provide equitable technical and connectivity support
- 5.9a conduct ongoing research on meeting future rising demand for bandwidth within Island schools

Goal 6: Improve Research and Development

6.1 Initiate support partnerships that promote and/or conduct research and development
- 6.1a establish liaison with UPEI to communicate about research needs, research findings and their potential
- 6.1b communicate with other universities and colleges to get recent research on CIT methodology and human resource development
- 6.1c support memberships in national and international organizations which promote CIT in education
- 6.1d involve students in research on CIT
- 6.1e conduct research to identify the CIT needs for the workplace and post-secondary learning

6.2 Promote research throughout the system
- 6.2a support local programs and or local projects in CIT

6.3 Provide a funding source for research and development
- 6.3a develop guidelines to receive funding for different kinds of research and development
- 6.3b establish a fund for research and development projects
- 6.3c report all research and development activities and transactions on a Web site
- 6.3d establish research positions at the department level
- 6.3e identify staff and specific job to carry out research
- 6.3f provide a research lab for testing hardware and software
- 6.3g establish a centre of excellence for use of CIT in schools
- 6.3h initiate and participate in research conducted by interested parties
- 6.3i support the Applied Knowledge Economy Centre

Goal 7 : Improve Integration of CIT With (Into) Curriculum

7.1 Develop distance education CIT facilitated courses
- 7.1a finalize distance education directive and guidelines
- 7.1b conduct a needs assessment for distance education
- 7.1c develop administrative guidelines and policies for distance education in schools
- 7.1d develop guidelines on inter/intra provincial courses
- 7.1e initiate pilot projects for distance education using curriculum of other provinces and PEI curriculum
- 7.1f establish a distance education fund for innovative distance education learning strategies
- 7.1g develop in-service for teachers for using distance education

7.2 Provide support to teachers with strategies, curriculum documents and background information for integration of CIT into curriculum

- 7.2a develop a portal, where students and teachers can access information and support on integration of CIT
- 7.2b promote and implement methodologies conducive to the integration of CIT
- 7.2c provide resources to research software available on the market to support curriculum integration of CIT
- 7.2d continue to develop curriculum which integrates CIT
- 7.2e provide human resources to develop curriculum which integrates CIT and the human resource development to ensure that integration occurs
- 7.2f train consultants on CIT integration into curriculum methodologies
- 7.2g provide teachers and consultants with the necessary hardware and software to integrate CIT
- 7.2h introduce modelling "pilot groups" for integrating CIT into curriculum and implementing curriculum
- 7.2i select a software platform for distance education

5. Goals and Measures

#	Goals	Measures
1.	Improve leadership in CIT	- percentage of boards and schools with CIT plans - percentage of planned yearly activities completed within the department CIT plan - percentage of operational budget allocated to CIT by department and school boards - level of school administrators' satisfaction with support for CIT
2.	Improve user support for CIT used in learning	- student and teacher level of satisfaction with user support for CIT used in learning
3.	Improve human resources development in CIT	- the number of in-service sessions offered to teachers - the number of teachers participating in in-service sessions - the average number of courses participated in by technical staff - teachers and technical staff level of satisfaction with human resource development opportunities
4.	Improve technical support (includes - hardware, software, connectivity and infrastructure)	- the number of schools which meet set standards, e.g., peripheral ratios, wiring, computers, line speeds, servers - computer/student ratio - time to respond to a technical issue - time to resolve a technical issue - the number of computers that have received preventative maintenance in the last year - uptime of servers - user satisfaction with technical support
5.	Improve equitable access	- the amount of time a student uses a computer - the amount of time a teacher uses a computer
6.	Improve research and development	- the percentage of the operational budget allocated to research - the number of research partnerships (private, post-secondary, interdepartmental, inter-provincial, federal/provincial/municipal) - the number of CIT local pilots/programs - the number of professional development opportunities for research and development
7.	Improve integration of CIT into curriculum	- the number of regular in-service sessions which include CIT integration - the number of teachers utilizing current CIT integration documents - the number of students engaged in integrated learning activities

6. The Plan Design

The following steps, adapted from traditional project management methodology, were used to develop the road map for the plan on using CIT in the public school system.

Within a plan there is specific work to be done and deliverables produced. The purpose of developing a strategic plan, and subsequently operational plans, is to ensure that the work can be completed in a coordinated, timely and cost-effective manner with the user realizing the most benefits from the work.

In some cases the work can be done independently, in a stand-alone fashion. Stand-alone activities can start at any point in time and do not affect any other work to be undertaken. In other cases, the work is dependent upon certain conditions being in place (e.g., materials on hand, trained human resources dedicated to project work, etc.) In these cases, the work is part of a sequence of activities and reflects logical dependencies between those activities. There are specifically identified startup activities, which are followed logically by other work activities.

In order to roll out a plan that is meaningful and non-disruptive to the public school system, it is critical to articulate and understand the dependancies and sequencing of work required to effectively integrate CIT into curriculum.

Foundation Assumption: It was assumed that the primary critical success factor for the integration of CIT into curriculum is to ensure user support for the use of CIT in learning. For the purpose of the plan, the primary users were assumed to be students and educators, particularly teachers in the classroom.

Step 1 Identifying Dependencies between Activities/Projects

1.1 Given the assumption, that "user support for CIT used in learning" (Goal 2) is the critical success factor for the use of CIT in the public school system, the strategies for Goal 2 were used as the foundation or starting point for articulating activity dependencies. Appendix 1 presents each of the strategies for Goal 2 with the associated activities/projects for all other goals.

1.2 The logical sequence between the strategies for Goal 2 were mapped out. This illustrates the large scope of the plan and the complex relationships between the various activities/projects.

1.3 Logical dependancies for all activities/projects within each of the Goal 2 strategies were charted. Activities/projects which were not included in the Goal 2 strategies were also considered.

1.4 Stand-alone and startup activities/projects were identified.

This exercise provided the logical sequence for activities/projects, including the identification of stand-alone activities/projects and the startup activities/projects.

The charts illustrating the logical sequences are available from the Department of Education upon request.

The specific work tasks to be completed within the activities/projects and the time for completion will be determined by a project team which will be formed for each activity/project during *Phase Two* of the plan. The project teams will be composed of the appropriate education partners given the content and timing of the activity/project.

Step 2 Defining Priorities

2.1 Priority criteria

Activity/project priority was determined by assessing each project/activity in light of the following criteria:

- a foundation project for CIT in education
- establishment of framework/standards for future action
- project already underway
- realistic to do within this budget year, cost and time needed to do
- satisfying and/or addressing the public school system expectations
- indicates a commitment to CIT integration in education
- most impact toward vision and mission
- demonstrates that CIT is integrated into ongoing operations and education practices. Fully integrated into education plans, budgets, etc.
- quick and easy project
- ratio of action to impact
- system stability
- best practices evident or need to research what the best practice is
- meeting curriculum needs
- meeting students' needs, enhancing learning and use of CIT in learning
- Human Resource development
- taking care of people first
- response to the infrastructure review
- demonstrate/increase understanding and leadership of CIT in education
- strategic linkages to community and partnerships to foster CIT in education

Appendix 2 presents a list of the stand-alone and startup activities/projects (as indicated in the logical dependencies, Step 1), sorted by priority, given the priority criteria presented above.

The logical sequences and priority of activities/projects provides the framework for integration of CIT into curriculum.

7. The Plan Roll Out

The roll out of this plan is to be started as soon as possible, by working on the activities/projects that were identified as Priority 1 because those activities/projects set the direction and framework for the strategic plan for the integration of CIT in the public school system.

Listed below are the startup activities/projects, including the identification of the organization or position which is responsible for the completion of the activity/project. The activities are presented within critical result areas that are articulated in the mission statement for this initiative.

Department of Education **CIT Strategic Plan Priority 1 – Project/Activity List**		
Critical Result Areas	**Project/Activity**	**Who Is Responsible**
Leadership	**1.2a** designate a body to monitor review and update the CIT Strategic Plan on a regular basis	Minister and Deputy Minister
	1.4a at the provincial level, develop a structure that physically and organizationally ensures a coordinated service delivery	Minister
	6.3d establish research positions at the department level	Minister/Deputy
	6.3e identify staff and specify job to carry out research	Minister/Deputy
Policies	**1.4e** develop a policy document embodied in a Ministers Directive on the integration of CIT into the curriculum	Senior Director of Public Education
	1.4d review mandate of the Ministers Advisory Committee on CIT in the context of the plan	Minister
	4.6a establish service standards with clients and vendors	System and Technology Services
	4.2a ensure student accounts are available for the first week of school	System and Technology Services
	4.2b minimize impacts of summer upgrades on the integrity of school servers and desktops	System and Technology Services
	4.5a establish standards for response time from the system	System and Technology Services

Department of Education CIT Strategic Plan Priority 1 – Project/Activity List			
Integration of CIT Into Curriculum	1.4b	fund positions permanently for technology consultants at the school board level	Minister/Deputy
	2.1b	assess student use of CIT in learning	Senior Director of Public Education
	5.3a	survey students to determine their needs for CIT use in curriculum	Senior Director of Public Education
	7.2e	provide human resources to develop curriculum which integrates CIT and the human resource development to ensure that integration occurs	Senior Director of Public Education
Human Resource Development	2.1a	assess CIT skill level of teachers	Senior Director of Public Education
	2.2a	assess, examine and select pedagogical support models for students and teachers	Senior Director of Public Education
	2.2b	assess, examine and select non-instructional support models for students and teachers	Department, School Boards and Schools
	3.2a	conduct needs assessment	Department
	3.6c	integrate human resource development plans with school technology plans	Schools
Partnerships	1.6a	assign to a committee the role of developing partnerships around CIT initiatives	Senior Director of Public Education

Keeping the Plan Relevant and Operational

This plan was developed between January and June 2001. Although no specific time period was assigned to the plan, it is expected that the roll out of the plan will require at least three to five years. As time progresses, priorities and the environment will undoubtedly change, and these changes must be reflected in the plan.

The proposed strategies and activities/projects must be reviewed and updated on an ongoing basis to ensure relevance and appropriateness. Throughout *Phase Two* of the plan, the Department of Education will ensure an ongoing review of the plan, in consultation with education partners. Appendix 3 contains a work plan and status work sheet that will be used to monitor and track the unfolding of this ambitious and visionary plan.

8. COMMUNICATIONS

The Department of Education believes that an open, informative, participative and consultative process is necessary to ensure the success of the development and indeed the implementation of the strategic plan and the subsequent operational plans for CIT in the public school system.

The stakeholders to be included in the communication strategy are:

- Department of Education, management team (directors and Deputy Minister)
- Department of Education, consultants in English Programs, French Programs and Student Services
- Department of Education staff with Systems and Technology Services
- Minister's Advisory Committee on Technology
- Holland College
- University of Prince Edward Island
- Prince Edward Island Teachers Federation
- School boards
- School principals
- School site contacts
- Teachers
- Home and School Federation
- General public

Communications for *Phase One* of the Plan

During this time period, the Project Manager, Keith Tompkins, was included on stakeholder meeting agendas to report on the progress to date in the development of the strategic plan for CIT in grades 1 to 12.

The presentations included: the scope of the plan, the drafted vision, mission, values and principles, critical result areas, goals and examples of strategies and measures.

At the end of each meeting, comments were invited from the audience. Information was also provided on how people can access information on the plan and provide feed back via the planning committee's Web site.

The plan document will be distributed to educators and stakeholders. Also, the plan will be posted to department and the planning committee's Web sites to ensure easy access to plan information. Feedback will be invited from educators and the stakeholders.

Communications for *Phase Two* of the Plan

During *Phase Two*, the Department of Education will lead and coordinate the investigation into each activity/project. Using the priority and identified logical dependancies, the Department of Education, with its partners, develop action plans with time lines and budget for recommended implementation. Due to the high number of activities/projects, it is highly likely that more than one will be reviewed and under development at any one time.

As each activity/project action plan is developed, it will be posted to the Department of Education Web site and feedback will be invited from educators and stakeholders. The information collected from the feedback will be reviewed by the revisions to the drafted plan are necessary.

Communications for *Phase Three* of the Plan

There are two aspects to this phase:

- Status Reporting:

  On an ongoing basis, it will be the responsibility of the department and those designated responsible for the CIT Strategic Plan leadership, including the project managers for each of the projects undertaken as part of this plan, to inform the department, the system and all stakeholders of the progress to date for projects undertaken.

- Participation and Consultation:

  As each project unfolds, it is critical that the appropriate stakeholders provide input and feed back to the project team. This will ensure that the project deliverables meet the needs of stakeholders .

Communications during this phase will include meetings, written correspondence, Web page information, work groups and any other media and format which ensures two-way communication between project members, the department and the public school system, and other stakeholders.

Appendix 1
Goal 2 and Associated Activities/Projects

Given the assumption, that "User Support for CIT used in Learning" (Goal 2) is the critical success factor for the use of CIT in the public school system, the strategies for Goal 2 were used as the foundation or starting point for articulating activity dependencies. Appendix 1 presents each of the strategies for Goal 2 with the associated activities/projects for all other goals.

Goal 2: Improve User Support for Cit Used in Learning

2.1a assess CIT skill level of teachers
- 3.2a conduct needs assessment

2.1b assess student use of CIT in earning
- 5.3a survey students to assess needs and desires for curriculum access to CIT (online survey)

2.1c assess various resources that are in place to support teacher/student use of CIT
- 4.3F identify improvements for LESTER

2.2a assess, examine and select pedagogical support models for students and teachers
- 1.4c assess staffing allocation to support position of school-based tech contacts
- 2.1a assess CIT skill level of teachers
- 5.3a survey students to determine access needs and desires for curriculum access
- 5.4b develop CIT assessment integral to special needs
- 5.8b assess needs and opportunities for distance education and develop processes and resources to meet the needs
- 6.1a establish liaison with UPEI to communicate about research needs and research findings and potential
- 6.1b communicate with other universities and colleges to get recent research on CIT methodology and human resource development
- 6.3d establish research positions at the department level
- 6.3e identify staff and specific job to carry out research
- 6.3h initiate and participate in research conducted by interested parties
- 7.1b conduct a needs assessment for distance education

2.2b-assess, examine and select non-instructional support models for students and teachers
- 3.6e conduct a human resource development needs assessment for technical staff
- 3.6f create human resource development plans for technical staff to address needs
- 5.8b assess needs and opportunities for distance education and develop processes and resources to meet the needs
- 6.3d establish research positions at the Department level
- 6.3e identify staff and specific job to carry out research
- 6.3h initiate and participate on research between interested parties

2.3a provide students with home access to their school work

- 1.4f define roles and responsibilities of boards and department regarding wiring, schools, servers, hubs, software, desktops, peripherals, in-service and human resource development
- 4.1d provide resources to conduct research on software and hardware available
- 4.2a ensure student accounts are available for the first week of school
- 4.2b minimize impacts of summer upgrades on the integrity of school servers and desktops
- 4.2e provide information sessions for school principals and site technical contacts to share information on changes
- 4.3b provide resources to develop applications, Web sites, utilities, databases, etc., to meet needs
- 4.5a establish standards for response time from the system
- 4.5b explore thin client platform as a delivery mechanism to users
- 4.5i develop allocation strategy
- 5.5b provide after-hours access to CIT for students
- 5.6b investigate home Internet access for teachers/students
- 5.6c investigate home access to schoolwork for students and teachers
- 5.6d investigate schools as their own Internet Service Provider
- 5.8b assess needs and opportunities for distance education and develop processes and resources to meet the need

2.3b provide teachers with home access to their school work

- 1.4f define roles and responsibilites of boards and department regarding wiring, schools, servers, hubs, software, desktops, peripherals, in-service and human resource development
- 3.5c provide access to software from home
- 3.5d provide online resources which support human resource development
- 3.5e provide online courses for human resource development
- 3.5f provide an educational portal with resources linked directly to the curriculum
- 4.1d provide resources to conduct research on software and hardware available
- 4.3b provide resources to develop applications, Web sites, utilities, databases, etc., to meet needs
- 4.5a establish standards for response time from the system
- 4.5b explore thin client platform as a delivery mechanism to users
- 4.5i develop allocation strategy
- 5.6a investigate options for hardware/software acquisition for teachers' home use
- 5.6b investigate home Internet access for teachers/students
- 5.6c-investigate home access to schoolwork for students and teachers
- 5.6d investigate schools as their own Internet Service Provider
- 5.7a provide one laptop per teacher

2.3c develop policies that impact on students

- 1.3a each school district will develop a technology plan
- 1.3b each school will develop a technology plan
- 1.3d establish technology committees at each school
- 1.4e develop a policy document embodied in a Ministers Directive on the integration of CIT into the curriculum
- 3.1a establish a hiring policy to require all new teachers to have CIT courses

4.1a develop and communicate a formalized hardware/OS evaluation/installation process
4.1b review, revise and communicate a formalized software evaluation process
4.1c develop and communicate a policy framework for determining when software should be evaluated
4.3a establish standards on the number of computers per field technician, network administrator and help-desk technician
4.5a establish standards for response time from the system
4.6a establish service standards with clients and vendors
5.1a establish connected computer-student ratio for schools
5.1c establish baseline CIT equipment quotas based on curriculum needs
5.1d establish replacement strategy to reflect needs
5.2a establish minimum hardware and infrastructure standards for special needs, graphic labs and distance education
5.4b develop CIT assessment integral to special needs
5.5a provide guidelines on time spent on integrated activities
7.1a finalize distance education directive and guidelines
4.5r Zenworks for servers

2.3d **provide students with online homework help**
3.5f provide an educational portal with resources linked directly to the curriculum
4.5b explore thin client platform as a delivery mechanism to users
4.5i develop allocation strategy
5.5b provide after-hours access to CIT for students
5.6b investigate home Internet access for teachers/students
5.6c investigate home access to schoolwork for students and teachers
7.2a develop a portal, where students and teachers can access information and support on integration of CIT

2.3e **provide teachers with appropriate administrative software**
4.1b review, revise and communicate a formalized software evaluation process
4.1c develop and communicate a policy framework for determining when software should be evaluated
4.1d provide resources to conduct research on software, hardware available
4.5b explore thin client platform as a delivery mechanism to users
6.3f create a research lab for hardware/software evaluation

2.3f **provide teachers with a computer to carry out their teaching duties**
3.5b place computers for teachers in every classroom
3.5g provide training for any new and/or changes to infrastructure
4.1a develop and communicate a formalized hardware/OS evaluation/installation process
4.1d provide resources to conduct research on software, hardware available
4.5b explore thin client platform as a delivery mechanism to users
4.5d develop an ongoing refresh program
4.5e establish an appropriate life cycle for computers in specialized curriculum areas
4.5f develop an ongoing maintenance program for hardware
4.5g allocate hardware resources in compliance with standards

4.5h conduct a cost benefit analysis for connectivity and consolidation of servers
5.1b establish computer teacher ratio for schools
5.1d establish equipment replacement strategy to reflect needs
5.4a provide special needs resources
5.6a investigate options for hardware and software acquisition for teachers home use
5.7a provide one laptop per teacher
7.2g provide teachers and consultants with the necessary hardware and software to integrate CIT

2.3g provide computer related resources at home for teachers

3.5c access to software from home
3.5d provide online resources which support human resource development
3.5e provide online courses for human resource development
3.5f provide an educational portal with resources linked directly to the curriculum
4.1a develop and communicate a formalized hardware/OS evaluation/installation process
4.1b review, revise and communicate a formalized software evaluation process
4.1c develop and communicate a policy framework for determining when software should be evaluated
4.1d provide resources to conduct research on software and hardware available
4.3b provide resources to develop applications, Web sites, utilities, databases, etc., as needed
4.5a establish standards for response time from the system
4.5b explore thin client platform as a delivery mechanism to users
4.5g allocate hardware resources in compliance with standards, i.e., best outcome for students with least cost
4.5h conduct a cost benefit analysis for connectivity and consolidation of servers
4.5i develop allocation strategy
4.6a establish service standards with clients and vendors
4.6c provide technical help materials
5.1d establish equipment replacement strategy to reflect needs
5.6a investigate options for hardware/software acquisition for teachers' home use
5.6b investigate home Internet access for teachers/students
5.6c investigate home access to schoolwork for students and teachers
5.7a provide one laptop per teacher

2.3h provide teachers with appropriate CIT integration guides, training, teaching tools

3.1d-develop accredited courses in conjunction with the PEITF and boards
3.2a conduct needs assessment
3.2b develop online mini courses, summer institutes and seminars
3.4a create an awareness campaign of CIT conferences
3.4b create CIT conference funds throughout the education system
3.5a develop a training site for teachers and technical staff
3.5b place computers for teachers in every classroom
3.5d provide online resources which support human resource development
3.5e provide online courses for human resource development
3.5f provide an educational portal with resources linked directly to the curriculum
3.5g provide training for any new and/or changes to infrastructure
3.6a ensure a consultation process for CIT integration is in place between all consultants

3.6b implementation of PD component of technology plan at board level
4.1a develop and communicate a formalized hardware/OS evaluation/installation process
4.1b review, revise and communicate a formalized software evaluation process
4.1c develop and communicate a policy framework for determining when software should be evaluated
4.1d provide resources to conduct research on software and hardware available on the market
4.2c review and develop facility policies to minimize impact on CIT
4.2d ensure technicians and technical staff have appropriate access to schools in the summer
4.2e provide information sessions for school principals and site technical contacts to share information on changes
4.3b provide resources to develop applications, Web sites, utilities, databases, etc. to meet needs
4.5a establish standards for response time from the system
4.6b increase access from schools to the helpdesk by providing various means of communication
4.6c provide technical help materials
4.6d provide introductory troubleshooting modules (WAN, LAN)
5.1a establish connected computer student ratio for schools
5.1b establish computer teacher ratio for schools
5.1c establish baseline quotas based on curriculum needs
5.1d establish replacement strategy to reflect needs
5.2a establish minimum hardware/infrastructure standards
5.4a provide special needs resources
5.4b develop CIT assessment integral to special needs
5.5a provide guidelines on time spent on integrated activities
5.6a investigate options for hardware/software acquisition for teachers' home use
5.6b investigate home Internet access for teachers/students
5.6d investigate schools as their own Internet Service Provider
5.7a provide one laptop per teacher
5.8a provide appropriate tools for distance education delivery in schools
5.8b assess needs and opportunities for distance education and develop processes and resources to meet the needs
6.1a establish liaison with UPEI to communicate about research needs, research findings and potential
6.1b communicate with other universities and colleges to get recent research on CIT methodology and human resource development
6.1c support memberships in national and international organizations which promote CIT in education
6.2a support local programs and or local projects in CIT
6.3f create a research lab for hardware/software evaluation
7.1c develop administrative guidelines and policies for distance education in schools
7.1e initiate pilot projects for distance education using other provincial curriculum and PEI curriculum
7.1f establish a distance education fund for innovative distance education learning strategies
7.1g develop inservice for teachers for using distance education

7.2b promote and implement methodologies conducive to the integration of CIT learning
7.2c provide resources to research software available on the market to support curriculum integration of CIT
7.2d continue to develop curriculum which integrates CIT to meet student needs
7.2e provide human resources to develop curriculum which integrates CIT and the PD to ensure that integration occurs
7.2g provide teachers and consultants with the necessary hardware and software to integrate CIT
7.2h introduce modelling "pilot groups" for integrating CIT into curriculum and implementing curriculum

2.3i provide students with appropriate CIT integrated learning activities and provide hardware, software and infrastructure to support activities

1.4e develop a policy document embodied in a Ministers Directive on the integration of CIT into the curriculum
3.1a establish a hiring policy to require all new teachers to have CIT courses
3.1b establish a teacher certification requirement which will include at least one university course in CIT
3.1c establish certification upgrade criteria that includes one CIT course
3.1d develop accredited courses in conjunction with PEITF and boards
3.2a conduct needs assessment
3.2b develop online mini courses, summer institutes and seminars
3.3a establish a provincial association for technology in education including technical staff
3.3b initiate the establishment of a National Association for technology in education
3.4a create an awareness campaign of CIT conferences
3.4b create CIT conference funds throughout the education system
3.4c obtain external funding to support attendance at CIT conferences
3.5a develop a training site for teachers and technical staff
3.5b place computers for teachers in every classroom
3.5c provide access to software from home
3.5d provide online resources which support human resource development
3.5e provide online courses for human resource development
3.5f provide an educational portal with resources linked directly to the curriculum
3.5g provide training for any new and/or changes to infrastructure
3.6a ensure a consultation process for CIT integration is in place between all consultants
3.6b implement the human resource development component of school board technology plans
3.6c integrate human resource development plans with school technology plans
3.6d develop a funding formula to support human resource development around CIT
3.6e conduct a human resource development needs assessment for technical staff
3.6f create human resource development plans for technical staff to address needs
4.1b review, revise and communicate a formalized software evaluation process
4.1c develop and communicate a policy framework for determining when software should be evaluated
4.1d provide resources to conduct research on software/hardware available

4.3b provide resources to develop applications, Web sites, utilities, databases, etc. to meet needs
4.6b increase access from schools to the help desk by providing various means of communication
4.6c provide technical help materials
4.6d provide introductory troubleshooting modules (WAN, LAN)
5.3a survey students to determine their needs for CIT use in curriculum
5.4a provide special needs resources
5.4b develop CIT assessment integral to special needs
5.5a provide guidelines on time spent on integrated activities
5.6b investigate home Internet access for teachers/students
5.6c investigate home access to schoolwork for students and teachers
5.8b assess needs and opportunities for distance education and develop processes and resources to meet the needs
6.1e conduct research to identify the CIT needs for the workplace and post-secondary learning
6.2a support local programs and/or local projects in CIT
7.1a finalize distance education directive and guidelines
7.1b conduct a needs assessment for distance education
7.1c develop administrative guidelines and policies for distance education in schools
7.1d develop guidelines on inter/intra-provincial courses
7.2a develop a portal, where students and teachers can access information and support on integration of CIT
7.2b promote and implement methodologies conducive to the integration of CIT
7.2c provide resources to research software available on the market to support curriculum integration of CIT
7.2d continue to develop curriculum which integrates CIT

2.3j provide school staff with technical and pedagogical help desk support

1.4b-fund positions permanently for technology consultants at the school board level special projects, support student services consultants
3.5f provide an educational portal with resources linked directly to the curriculum
4.1b review, revise and communicate a formalized software evaluation process
4.1c develop and communicate a policy framework for determining when software should be evaluated
4.5a establish standards for response time from the system
4.5i develop allocation strategy
4.6a establish service standards (SLAs, MOUs)
4.6b increase access from schools to the helpdesk by providing various means of communication
4.6c provide technical help materials
4.6d provide introductory troubleshooting modules WAN, LAN
5.1c establish baseline quotas based on curriculum needs
6.3g-establish a centre of excellence in the use of CIT in a school

2.3k Provide hardware resources that are needed to support student and teacher use of CIT

Appendix 2
Activity/Project Priority

Below are listed **Starting** or **Stand Alone Activity/Projects**, grouped by priority. **Priority 1** indicates there is an urgency to complete the project in order to set the direction for the strategic integration of CIT in education.

Priority Group 1

1.2.a	designate a body to monitor, review and update the CIT Strategic Plan on a regular basis
1.4.a	at the provincial level, develop a structure that physically and organizationally ensures a coordinated service delivery
6.3.d	establish research positions at the departmental level
6.3.e	identify staff and specify job to carry out research
1.4e	develop a policy document embodied in a Ministers Directive on the integration of CIT into the curriculum
1.4d	review mandate of the Ministers Advisory Committee on CIT in the context of the plan
4.6a	establish service standards with clients and vendors
4.2a	ensure student accounts are available for the 1st week of school
4.2b	minimize impacts of summer upgrades on the integrity of school servers and desktops
4.5a	establish standards for response time from the system
1.4b	fund positions permanently for technology consultants at the school board level
2.1b	assess student use of CIT in learning
5.3a	survey students to determine their needs for CIT use in curriculum
7.2e	provide human resources to develop curriculum which integrates CIT and the human resource development to ensure that integration occurs
2.1a	assess CIT skill level of teachers
2.2a	assess, examine and select pedagogical support models for students and teachers
2.2b	assess, examine and select non-instructional support models for students and teachers
3.2a	conduct needs assessment
3.6c	integrate human resource development plans with school technology plans
1.6a	assign to a committee the role of developing partnerships around CIT initiatives

Priority Group 2

1.3.c	provision of in-service resources around planning for technology
1.5.a	CIT placed as a prominent agenda item at the Department., School Boards and School meetings
2.3.c	develop policies that impact on students
4.1.a	develop and communicate a formalized hardware/OS evaluation and installation process
5.4.a	provide special needs resources
3.5.b	place teacher computers in every classroom
5.7.a	provide one laptop per teacher
7.2.g	provide teachers and consultants with the necessary hardware and software to integrate CIT
2.3.h	provide teachers with appropriate CIT integration guides, training, teaching tools (LCD, digital cameras)
7.2.d	continue to develop curriculum which integrates CIT
7.1.a	finalize distance education directive and guidelines
5.8.b	assess needs and opportunities for distance education and develop processes and resources to meet the need
3.2.a	conduct needs assessment
1.1.b	defining the CIT needs of boards
1.4.f	define roles and responsibilities of boards and department regarding wiring, schools, servers, hubs, software, desktops
4.1.d	provide resources to conduct research on software and hardware
6.3.d	establish research positions at the Department level
6.3.e	identify staff and specific job to carry out research
1.6.b	investigate the role of the ISA for enabling CIT in education
1.3.e	support school based technology leaders
7.2.c	provide resources to research software available to support curriculum integration of CIT
2.1.c	assess various resource that are in place to support teachers and students use of CIT
2.3.i	provide students with appropriate CIT integrated learning activities
4.5.b	explore thin client platform as a delivery mechanism to users
3.2.b	develop online mini courses, summer institutes and seminars
3.6.a	ensure a consultation process for CIT integration is in place between all consultants

Priority Group 3

4.3.b	provide resources to develop applications, web sites, utilities, databases, etc., as needed to meet needs
6.1.e	R&D to collect/review the CIT needs for the workplace, post secondary institutions (use this information to make sure the curriculum meets the needs)
4.6.b	increase access from schools to the helpdesk by providing various means of communication
4.6.d	provide introductory trouble shooting modules (WAN, LAN)
3.5.d	provide online resources which support human resource development
3.5.e	provide online courses for human resource development
5.8.a	provide appropriate tools for distance education delivery in schools
4.5h	conduct a cost benefit analysis for connectivity and consolidation of servers
4.5.j	provide high speed Internet access for technical staff at home
3.3.a	establish a provincial association for technology in education including technical staff
6.3.a	develop guidelines to receive funding for different kinds of research and development
6.3.b	Establish a fund for research and development projects

Priority Group 4

2.3.e	provide teachers with appropriate administrative software
3.1.b	certification requirement has to include one university course in CIT
3.1.c	certification upgrade must include one CIT course ie. 5 to 5A to 6
3.5.f	educational portal linked directly to the curriculum
4.1.b	review, revise and communicate a formalized curriculum software evaluation process
4.1.c	develop and communicate a policy framework for determining when software should be evaluated and the process to follow
4.5.i	develop allocation strategy
4.6.c	provide technical help materials
5.5.a	provide guidelines on time spent on integrated activities
6.2.a	support local programs and or local projects in CIT

Priority Group 5

5.6.b	investigate home Internet access for teachers/students
5.6.c	investigate home access to schoolwork for students and teachers
3.3b	work towards establishment of National Association

Appendix 3

Goal 1 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #1 Improve Leadership in CIT				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
1.1 **Develop and implement a budget process for the inclusion of CIT as an ongoing operational budget**	1.1a restructure budget operational items for CIT 1.1b defining CIT needs of boards 1.1c defining CIT allocations to boards	Senior Director of Administration and Corporate Services Superintendents Department and School Boards	to be determined	
1.2 **Develop and implement a continuous process for CIT**	1.2a designate a committee to monitor, review and update CIT strategic plan on a regular basis	Minister and Deputy Minister	immediately	

Appendix 3

Goal 1 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #1 Improve Leadership in CIT				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
1.3 Support and facilitate consistent planning throughout the public school system	1.3a each school district will develop a technology plan	Superintendent		
	1.3b each school will develop a technology plan	Principal		
	1.3c provision of in-service resources around planning for technology	Department and School Boards		
	1.3d establish technology committeès at each school	Principals		
	1.3e support school-based technology leaders	School Boards		
	1.3f recognition of CIT leaders in schools	Department, School Boards and Schools		

Appendix 3

Goal 1 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #1 Improve Leadership in CIT				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
1.4 Develop and implement a system-wide structure	1.4a at the provincial level develop a structure that physically and organizationally ensures a coordinated service delivery	Minister	immediately	
	1.4b fund positions permanently for technology consultants at the school board level	Minister and Deputy Minister	September 2001	
	1.4c assess staffing allocation to support position of school-based technology contacts			
	1.4d review mandate of the Minister's Advisory Committee on Technology in the context of the plan	Minister	immediately	

Appendix 3

Goal 1 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #1 Improve Leadership in CIT				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
	1.4e develop a policy document embodied in a Minister's Directive on the integration of CIT into the curriculum	Senior Director of Public Education	immediately	
	1.4f define roles and responsibilities of boards and department regarding wiring, facilities planning, servers, hubs, software, desktops, peripherals, in-service and human resource development	Department and School Boards		
1.5 Promote Technology	1.5a CIT placed as a prominent agenda item at department, school boards and school meetings	Deputy Minister, Directors, Superintendent and Principals		
	1.5b use Internet for posting information	Department, School Boards and Schools		

Appendix 3

Goal 1 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #1 Improve Leadership in CIT				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
1.6 **Develop partnerships**	1.6a assign to a committee the role of developing partnerships around CIT initiatives 1.6b Investigate the role of Innovative Solutions Agency for enabling CIT in education	Senior Director of Public Education Minister	May 2001- September 2001	

Appendix 3

Goal 2 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #2 Improve User Support for Cit Used in Learning				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
2.1 **Assess User Support needs on an ongoing basis**	2.1a assess overall CIT skill level of teachers	Senior Director of Public Education	September - December 2001	
	2.1b assess student use of CIT in learning	Senior Director of Public Education		
	2.1c assess various resources that are in place to support teacher/student use of CIT	Department, School Boards and Schools	September - June 2002	

Appendix 3

Goal 2 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #2 Improve User Support for Cit Used in Learning				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
2.2 Develop and implement support models that meet the learning needs of students and teachers	2.2a assess, examine and select pedagogical support models for students and teachers	Senior Director of Public Education	September - December 2001	
	2.2b assess, examine and select non-instructional support models for students and teachers	Department, School Boards and Schools		

Appendix 3

Goal 2 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #2 Improve User Support for Cit Used in Learning				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
2.3 Provide students and teachers with the CIT resources required to integrate CIT into the curriculum	2.3a provide students with home access to their school work	Department		
	2.3b provide teachers with home access to their school work	Department		
	2.3c develop policies that impact on students	Department School Boards, Schools		
	2.3d provide students with online homework help	Department		
	2.3e provide teachers with appropriate administrative software	Department		
	2.3f provide teachers with a computer to carry out their teaching duties	Department		
	2.3g provide computer related resources at home for teachers	Department		

Appendix 3

Goal 2 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #2 Improve User Support for Cit Used in Learning				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
	2.3h provide teachers with appropriate CIT integration guides, training and teaching tools	Department		
	2.3i provide students with appropriate CIT integrated learning activities and provide hardware, software and infrastructure to support activities	Department		
	2.3j provide school staff with technical and pedagogical help desk support	Department, School Boards		
	2.3k Provide hardware resources that are needed to support student and teacher use of CIT	Department		

Appendix 3

Goal 3 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #3 Improve Human Resources Development				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
3.1 Develop a policy for graduated CIT accreditation of teachers	3.1a establish a hiring policy to require all new teachers to have CIT courses	Department, Boards		
	3.1b establish a teacher certification requirement which will include at least one university course in CIT	Teachers' Certification Standards Board		
	3.1c establish certification upgrade criteria that includes one CIT course	as above...		
	3.1d develop accredited courses in conjunction with PEITF and Boards	Department, PEITF and School Boards		

Appendix 3

Goal 3 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #3 Improve Human Resources Development				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
3.2 **Provide Human Resource Development Models for teachers and technology support**	3.2a conduct needs assessment 3.2b develop online mini courses, summer institutes and seminars	Department Department		
3.3 **Develop a national organization in CIT to foster the innovative use of CIT and the integration of CIT into curriculum**	3.3a establish a provincial association for technology in education including technical staff 3.3b initiate the establishment of a National Association for technology in education	Department, School Boards and PEITF Department, School Boards and PEITF		

3.4 **Support teachers and technical staff attending CIT Conferences**	3.4a	create an awareness campaign of CIT conferences	Department		
	3.4b	create CIT conference funds throughout the education system	Department and School Boards		
	3.4c	obtain external funding to support attendance at CIT conferences	Department and School Boards		

Appendix 3

Goal 3 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #3 Improve Human Resources Development				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
3.5 Provide resources to support Human Resource Development for teachers and technical staff	3.5a develop training sites for teachers and technical staff	Department, School Boards and PEITF		
	3.5b place computers for teachers in every classroom	Department		
	3.5c provide access to software from home	Department		
	3.5d provide online resources which support human resource development	Department, School Boards and PEITF		
	3.5e provide online courses for human resource development	Department, School Boards and PEITF		
	3.5f provide an educational portal with resources linked directly to the curriculum	Department		
	3.5g provide training for any new and/or changes to infrastructure	Department		

Appendix 3

Goal 3 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #3 Improve Human Resources Development				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
3.6 **Develop Human Resource Development plans that meet staff needs and are consistent with CIT plans**	3.6a ensure a consultation process for CIT integration is in place between all consultants for curriculum and student services	Department		
	3.6b implement the human resource development (professional development) component of school board technology plans	School Boards		
	3.6c integrate human resource development plans with school technology plans	Schools		
	3.6d develop a funding formula to support human resource development around CIT	Department		
	3.6e conduct a human resource development needs assessment for technical staff	Department		
	3.6f create human resource development plans for technical staff to address needs	Department		

Appendix 3

Goal 4 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #4 Improve Technical Support (includes hardware, software, connectivity, infrastructure)				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
4.1 Develop and communicate hardware, software, wiring, connectivity and infrastructure standards that meet curriculum requirements	4.1a develop and communicate a formalized hardware and operating system evaluation/installation process	Department		
	4.1b review, revise and communicate a formalized curriculum software evaluation process	Department		
	4.1c develop and communicate a policy framework for determining when software should be evaluated	Department		
	4.1d provide resources to conduct research on software and hardware available	Department		
	4.1.e publish wiring standards on the education Web site	Department		
	4.1.f develop desktop policies and standards for Windows 95/98			

Appendix 3

Goal 4 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #4 Improve Technical Support (includes hardware, software, connectivity, infrastructure)				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
4.1.1 Implement Standards	4.1.1a initiate focus groups on printers configuration and standards for network	Department		
4.2 Support school year startup	4.2a ensure student accounts are available for the first week of school	Department		
	4.2b minimize impact of summer upgrades on the integrity of school servers and desktops	Department		
	4.2c review and develop facility policies to minimize impact on CIT	Department and School Boards		
	4.2d ensure technical staff have appropriate access to schools in the summer	Department, School Boards and Schools		
	4.2e provide information sessions for school principals and site technical contacts to share information on changes	Department, School Boards and Schools		

Appendix 3

Goal 4 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #4 Improve Technical Support (includes hardware, software, connectivity, infrastructure)				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
4.3 Provide appropriate hardware technical support for each school	4.3a establish standards on the number of computers per field technician, network administrator and helpdesk technician	Department		
	4.3b provide resources to develop applications, Web sites, utilities, databases, etc., to meet needs	Department		
	4.3.c develop a database for teachers' in-service	Department		
	4.3.d identify improvements for LESTER	Department		
	4.3.e develop online inventory of hardware (computers, printers and servers)	Department		

Appendix 3

Goal 4 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #4 Improve Technical Support (includes hardware, software, connectivity, infrastructure)				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
4.4 Implement a communication plan concerning technology	4.4a establish bi-annual meetings with the board technology committees to promote collaborative planning	Department		
4.5 Increase stability of the environment	4.5a establish standards for response time from the system			
	4.5b explore thin client platform as a delivery mechanism to users			
	4.5c replace 486 workstations with appropriate hardware	Department		
	4.5d develop an ongoing refresh program to keep hardware standards current to support curriculum standards	Department Department		
	4.5e establish an appropriate life cycle for computers in specialized curriculum areas	Department		
	4.5i develop allocation strategy			
	4.5.j replace 486 and P-75 servers			
	4.5.k install NetWare 5 upgrade/pure IP connections	Department		
	4.5l do standardization and clean up of non-student accounts	Department for remainder of activities		

Appendix 3

Goal 4 - Strategy and Activity/Project Work Plan and Status

Revised_____

GOAL #4 IMPROVE TECHNICAL SUPPORT (includes hardware, software, connectivity, infrastructure)				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
4.6 Formalize service and support	4.6a establish service standards with clients and vendors 4.6b increase access from schools to the helpdesk by providing various means of communication 4.6c provide technical help materials 4.6d provide introductory end user troubleshooting modules (WAN, LAN) 4.6.e provide standby and call back for after office hours when servers and network devices go down 4.6.f Provide technical staff resources that are appropriate given complexity and quantity of infrastructure 4.6g develop protocols for school boards to determine technical support priorities regarding the schools within their jurisdictions	Department and School Boards		

Appendix 3

Goal 5 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #5 Improve Equitable Access				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
5.1 Provide appropriate and sufficient hardware and software to students and schools	5.1a establish a student-to-computer ratio in schools 5.1b establish a teacher-to-computer ratio in schools 5.1c establish baseline CIT equipment quotas based on curriculum needs 5.1d establish equipment replacement strategy to reflect needs	Department Department Department Department		
5.2 Establish configuration standards for specialized curriculum areas	5.2a establish configuration standards to support learning in areas such as Special Education, Library Resource Centers, Graphic Arts Labs, Industrial Arts areas, etc.	Department		

Appendix 3

Goal 5 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #5 Improve Equitable Access				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
5.3 **Assess student use, needs and time spent on integrated activities**	5.3a survey students to determine their needs for CIT use in curriculum	Department		
5.4 **Provide equitable access to CIT for students with Special Needs**	5.4a research assistive devices and formats which will allow special needs students to use CIT effectively 5.4b assess CIT needs of special needs students across the province 5.4c develop a plan to provide equitable access to CIT to students in Alternative Education	Department Department Department and School Boards		
5.5 **Establish CIT guidelines for students and teachers**	5.5a provide guidelines on time spent on integrated activities 5.5b provide after-hours access to CIT for students	Department Department		

Appendix 3

Goal 5 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #5 Improve Equitable Access				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
5.6 Provide CIT resources for home use for students and teachers	5.6a investigate options for hardware and software acquisition for teacher home use	Department		
	5.6b investigate home Internet access for teachers and students	Department		
	5.6c investigate home access to schoolwork for students and teachers	Department		
	5.6d investigate schools as their own Internet Service Provider	Department		
5.7 Provide teachers with the appropriate hardware and access to do their work	5.7a provide one laptop per teacher	Department		
5.8 Develop distance education offerings for students and teachers	5.8a provide appropriate tools for distance education delivery in schools	Department		
	5.8b assess needs and opportunities for distance education and develop processes and resources to meet the needs	Department		

Appendix 3

Goal 5 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #5 Improve Equitable Access				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
5.9 Provide equitable technical and connectivity support	5.9a conduct ongoing research on meeting future rising demand for bandwidth within Island schools	Department		

Appendix 3

Goal 6 - Strategy and Activity/Project Work Plan and Status

Revised_____

GOAL #6 IMPROVE RESEARCH and DEVELOPMENT				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
6.1 Initiate support partnerships that promote and/or conduct research and development	6.1a establish liaison with UPEI to communicate about research needs, research findings and their potential	Department		
	6.1b communicate with other universities and colleges to get recent research on CIT methodology and human resource development	Department		
	6.1c support memberships in national and international organizations which promote CIT in education	Department and School Boards		
	6.1d involve students in research on CIT	Department		
	6.1e conduct research to identify the CIT needs for the workplace and post-secondary learning	Department		

Appendix 3

Goal 6 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #6 Improve Research and Development				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
6.2 Promote research throughout the system	6.2a support local programs and or local projects in CIT	Department, School Boards and Schools		

Appendix 3

Goal 6 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #6 Improve Research and Development				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
6.3 Provide a funding source for Research and Development	6.3a develop guidelines to receive funding for different kinds of research and development	Department		
	6.3b establish a fund for research and development projects	Department		
	6.3c report all research and development activities and transactions on a Web site	Department		
	6.3d establish research positions at the department level	Department		
	6.3e identify staff and specific job to carry out research	Department		
	6.3f provide a research lab for testing hardware and software	Department		
	6.3g establish a centre of excellence for use of CIT in schools	Department		
	6.3h initiate and participate in research conducted by interested parties	Department		
	6.3.i support the Applied Knowledge Economy Centre	Department		

Appendix 3

Goal 7 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #7 Improve Integration of Cit with (Into) Curriculum					
Strategy	**Activity/Pproject**		**Responsible**	**Time Frame**	**Status**
7.1 **Develop distance education** **CIT facilitated courses**	7.1a	finalize distance education directive and guidelines	Department		
	7.1b	conduct a needs assessment for distance education	Department		
	7.1c	develop administrative guidelines and policies for distance education in schools	Department		
	7.1d	develop guidelines on inter/intra-provincial courses	Department		
	7.1e	initiate pilot projects for distance education using other provinces curriculum and PEI curriculum	Department		
	7.1f	establish a distance education fund for innovative distance education learning strategies	Department		
	7.1g	develop in-service for teachers for using distance education	Department		

Appendix 3

Goal 6 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #7 Improve Integration of Cit with (Into) Curriculum					
Strategy	**Activity/Project**		**Responsible**	**Time Frame**	**Status**
7.2 Provide support to teachers with strategies, curriculum documents and background information for integration of CIT into curriculum	7.2a	develop a portal, where students and teachers can access information and support on integration of CIT	Department		
	7.2b	promote and implement methodologies conducive to the integration of CIT	Department		
	7.2c	provide resources to research software available on the market to support curriculum integration of CIT	Department		
	7.2.d	continue to develop curriculum which integrates CIT	Department		
	7.2e	provide human resources to develop curriculum which integrates CIT and the human resource development to ensure that integration occurs	Department		

Appendix 3

Goal 7 - Strategy and Activity/Project Work Plan and Status

Revised_____

Goal #7 Improve Integration of Cit with (Into) Curriculum				
Strategy	**Activity/Project**	**Responsible**	**Time Frame**	**Status**
	7.2f train consultants on CIT integration into curriculum methodologies	Department		
	7.2g provide teachers and consultants with the necessary hardware and software to integrate CIT	Department		
	7.2h introduce modelling "pilot groups" for integrating CIT into curriculum and implementing curriculum	Department		
	7.2.i select a software platform for distance education	Department		

Printed by The Document Publishing Centre
Design: Strategic Marketing and Design
2002

01ED41-2582